

THE *School Counselor*

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The School Counselor

JOURNAL OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

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The President's Message

The final details for the APGA Convention in Denver are nearly concluded at this writing and my year in office as your President is drawing rapidly to a close. I am very grateful for the opportunity you have given me to serve as your President. It has been an interesting and informative year, and it has given me a broad overview of counseling throughout the country. From this I have gained an even greater faith in the future of counseling. The school counselors throughout the country are doing an excellent job. In addition to the many individual counselors in this category, there are many dynamic groups such as the Minnesota Counselors Association and the Pennsylvania School Counselors Association. These groups are out in front in their states in terms of legislation related to counseling, research and other areas important to the future of guidance and counseling.

Considerable attention is being paid to the counseling programs throughout the country, on the national, state and local level. Counselors should be right in the center of these discussions, letting these groups know the needs in counseling. If you are not being heard, it is probably your own fault and others will be quick to interpret your needs, rightly or wrongly.

You have a responsibility in such a fast-growing profession to encourage and invite the type of person into the field who will be an asset to your profession. Are you doing your part to interest the right people?

As counselors we must insist on more time for research in our programs if we are going to be able to document our statements. We can not talk in generalities, but we must have some evidence to back up our statements in the field of counseling, which only research can do.

I wish to thank each of the officers and the members of the Board of Governors of ASCA for his cooperation during the past year. They have all pulled together to accomplish our goals. I have relied on their thinking in making many decisions. To each of the committee chairmen as well as to the individual members of your committee, I wish to express my appreciation for your efforts. You operated with a minimum of meetings and funds to carry forth your activities. It is hoped that you will continue to work for ASCA, both on the local and national scene.

Final Progress Report

As this message goes to press, ASCA is well over the 5,000 mark in membership and we may hit our 6,000 goal by May. In this issue you will notice a page devoted to information on membership in which we aim for "10,001 by Christmas '61." By this increase in manpower and funds, ASCA will be in a position to continue to increase the facilities available to school counselors.

Counselor Preparation and Standards Committee

George McClary, Chairman of this ASCA committee, has met twice with his members in Washington this year and has set up long range goals as well as immediate ones. You can expect some definite reports from this committee as the work progresses.

The School Counselor

With this final issue under the editorship of Dr. N. Harry Camp, Jr., I wish to thank him for his long and dedicated service in bringing our official organ from a small publication of twenty pages to its present size and stature. Consistently, Dr. Camp has insisted that it be a professional journal of which we could be proud. His efforts, through the most trying years when finances and copy appropriate to a small but professional journal were not easy to procure, will be gratefully remembered by the members of ASCA for years to come.

CARL O. PEETS,
President

Editorial

The Need for Strong State Associations

Two years ago, a counselor obtained a job in the school system of a small township located in one of the states of the eastern seaboard. This particular counselor had been a successful teacher for several years and over the same period of time had completed the equivalent of two years' graduate work in guidance and counseling. Consequently, he felt qualified to apply for a counseling position and was considered so by the superintendent who hired him. Our counselor embarked upon his new job with enthusiasm, an outstanding ability to get along with others, a respect for and a sincere desire to work with young people.

During his first months as a counselor, although he experienced some failures, he met with a fair amount of success. Yet this did not bring him the satisfaction he had expected to receive from his work. Our counselor yearned for an opportunity to meet with other counselors so that he might discuss problems, measure his own standards against those of other counselors, and become acquainted with the latest developments in guidance and counseling. Furthermore, he was disturbed over certain administrative and clerical interferences with his work.

Just when these difficulties became troublesome, our counselor received an invitation to meet with a group of other counselors from a number of neighboring townships. This gathering proved to be a great success. It was good to exchange information, and it was reassuring to know that other

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How the Public Schools Can Assist in the Promotion of Mental Health*

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My remarks are in two parts. The first part will be a rather general discussion of factors that can affect a child's mental health in a public school setting. The second part will be a rather specific description of how one school district attempted to help children that seemed emotionally disturbed.

My own preference for a definition for mental health is to equate it to the integrated functioning of the individual at full capacity. Lack of mental health therefore would have to do with any obstacle or resistance that gets in the way of the integrative functioning of the individual.

Let's talk about some of these obstacles and resistances in a general way. If we focus on the child's mental health, we can go in two directions. One, factors outside of his school, such as parental influences, social economical actors, church influences, etc., that may affect the child's functioning in a positive or negative way. The other direction would be the influence of the school which is the direction for my primary consideration.

From my vantage point, the adequate functioning of a child in school may be determined, at least in part, by not only the freedom from obstacles in allowing the teacher and child to communicate with each other; but it has something to do with how free the communications are between the teacher and principal, between the principal and superintendent and between the superintendent and the Board of Education.

In my contact with teachers, I not infrequently find some of them lacking in real self respect. They frequently have a feeling that they are supposed to be superhuman beings and that they should never display any of the so-called normal human feelings of anger, discouragement, feelings of futility and helplessness. Some teachers think that to reveal any of the above would be a sign of weakness and that this would leave them open to criticism or attack by their colleagues or superiors. Such feelings may even be reinforced if a given administrator may have similar problems and may put forth obstacles at allowing truly free communication between teacher and himself. The result may be that the teacher's tension increases and that the child's functioning within the teacher's class may decrease.

But what about the administrator? Is he supposed to be a machine or can he be permitted to be human too? How safe is it for the administrator

* Presented at the Annual Conference of the California Association of School Administrators in San Francisco, California.

to have feelings of inadequacy, anger, resentment, feelings of helplessness and futility, particularly when the administrator may be put in the position of the all knowing father who has "all the answers". He or she is frequently expected to be all things to all people. The booby trap occurs when the administrator tries to live up to these, if you will, false expectations. I think these problems are true from echelon to echelon. For many a person in authority, it is extremely difficult to say, "I don't know", and yet these three words *can* be extremely helpful. Physicians, in particular, find this hard to do. They frequently try to live up to the false expectations of their patients and may even act with a god-like quality which may be to the detriment of their patient. What frequently happens when an authority figure says, "I don't know", is an initial resentment by the listener. After all, "he should know" and later there may be a sense of relief followed by a "well, I guess I don't have to condemn myself" attitude, followed by a lessening of tension and an increase in ability to function at fuller capacity, which was our definition for mental health.

What we are really talking about is authority and how our attitudes towards authority from student to superintendent can affect the mental health of the student.

Dr. S. Szurek, professor of child psychiatry at the University of California, wrote an article in 1950 on the "Emotional Factors in the Use of Authority" in "Public Health is People". It was published by the Commonwealth Fund in New York. In this article, Dr. Szurek followed Eric Fromm's delineation of authority in two different and opposite roles; namely authoritarian and authoritative. "Authoritarian" was described as "coercive power, whatever its nature, is exercised by the dominant person primarily for his own rather than the subordinate immediate gains. There is no interest in the development of the inferiors' potential ability or strength which might lead to freedom of the inferior. Inherent are hostilities, suspiciousness, retaliatory anxieties and anxieties about prestige". The authoritative was described as "where coercion is absent authority derives from the superior competence and skill and an attempt is made to promote acquisition by the subordinate of the competence and skill of the authority; there is a mutual respect and a lack of envy; there is a flexibility of attitudes coupled with firm consistency which is gradually transferred from authority to the subordinate".

I am sure that all of us have seen people in authority operate in one of these roles. The point I wish to make however, is that the more aware we are of how we are operating with authority, the more chance we have to do something about it.

What does an administrator do with a teacher he considers to be a pain in the neck, that is, one who makes unreasonable demands, who is always

trying to bend his ear at a time when he is most busy and has even more than the usual amount of pressures and stresses.

I don't think this problem is too different to a common medical problem; a person who some physicians may be quick to call a "crock". This is a person who comes in and has a complaint in every system. The patient complains of headaches, eye difficulties, runny nose, sore throat, palpitation of the heart, stomach difficulty, difficulty of the bowels, et cetera. Nothing physically wrong may be found, but the patient may demand that the physician do something for him. The physician may frequently give a patient a pill, phenobarbital or a tranquilizer and usher the patient out quickly with the silent hope that he won't see that patient again.

Why does a physician act this way with a patient? My thoughts about this kind of situation are that there may be a lot of insidious, nondirect, hostile feelings being thrown at the physician. Tremendous, unrealistic demands are put upon him, and the patient may frequently be saying, "You can't help me, but go ahead and try and I will show you that you can't help me". And sure enough the patient will return next week saying, "Gee those green pills were nice, but they didn't help me a bit". The physician's authority is again challenged. The physician may respond by even more curtness, another colored pill and the patient being ushered out even more quickly. A vicious circle is set up and nothing really gets settled.

An alternative approach for the physician might be to recognize that he has been reacting to his patient's attack by attacking in return and that he is taking something personally that really isn't an attack on him, but what he may represent to that patient. If he, the physician, can be more aware of the patient's motivation, he may respond to that patient quite differently. He may even schedule the patient to come back at a time when he could really listen for thirty or so minutes instead of giving the patient the five or ten minute rush act. I can't help but wonder if this brief vignette may be somewhat similar to the problems the school administrator may have to face from time to time.

We are still talking about obstacles that get in the way of the functioning of a child and how these obstacles may be put up either in a direct or indirect way. Another aspect of the authority role is the recognizing of what are the real and what are the unrealistic limitations. Because a teacher may at a given moment inwardly feel so much rage that he or she feels like hitting a child, he may, indeed, feel guilty about such a feeling and actually deny such a feeling or will look upon this as a weakness or a limitation. The teacher may perhaps comment on the problem to her superior, but will probably try to minimize it. If the administrator can talk to her and listen to her with an attitude free of condemnation and perhaps even

comment on similar feelings that he or she undoubtedly has had in the past, one may fast be on the road to a solution.

This brings us to the point of discussing the area of multidisciplines within the school, the administrator, teacher, psychologist, speech therapist, et cetera. It is my feeling that the more these disciplines can act as a team, with both self respect and respect for their colleagues, the clearer the communication is, and it is the child who benefits. To put it another way, the less of a totem pole-like atmosphere and the more of a horizontal-like relationship, the more chances there are of resolving a problem. This leads to a freer interchange of ideas and feelings and resultant dissolving of tension by staff and hence dissolving of tension of the child.

If an administrator's attitude is such that he recognizes that many parents take out their anger on the school or project (which, in reality, is anger about themselves for something they are not doing), his teacher probably won't feel so threatened by parents and won't have to be punitive with them. They probably will be more able to form a good relationship based on mutual understanding, trust and empathy.

I would like to pause for a minute and say that so far, what I've tried to do with my ramblings is to give brief microscopic pictures of general factors that may contribute or deflect on the mental health of a child. I think these areas have to be scrutinized regardless of what kind of specific program a district may have regarding the mental health aspect of their children.

I would like now to describe one specific program that I am familiar with that has attempted to deal with emotionally disturbed children. This program was conducted in Visalia, California, by the Visalia Public School System.

I was a psychiatric consultant on this program, and as such, I was a member of the school team. In describing to you this project, I will try to represent this team and share with you some of the team's statements, feelings and conclusions. The people who made up this team included the special class teacher, psychologist, the director of the child study program; a pediatrician; the assistant superintendent; principal of the school where the special class was held; and the superintendent.

This project for the first three years was financed by the Rosenberg Foundation. It is now being continued through the local tax dollar. The project consisted of three major ingredients. (1) A special class for emotionally disturbed children. This was nothing new and had been done many times in other areas. But this first part together with the second and third parts is, I think, a rather new approach. (2) The second ingredient was group therapy for all the parents of the children in the special class in order to help the parents see and resolve some of their own problems that

may in turn affect their children. (3) The third ingredient was a child study program for teachers to meet in small groups in order to learn more about children's behavior.

The project started in operation in September, 1956. It had both service and research components to it. Historically, planning had gone on since the spring of 1955. I became a member of the team in the summer of 1956. The class was made up originally of eight children who had been referred to the Guidance Department because of behavior difficulties or difficulty in learning. These were children in the first, second and third grades. All the children were seen by a visiting teacher, and all the children were seen by a pediatrician, psychologist and psychiatrist before coming into the program. A control group was selected, but not matched closely enough for accurate statistical comparisons.

Most of the children were so called "acting out" children. By this, I mean children who responded to their anxiety by acting resulting in behavior difficulty and terrific management problems for the regular classroom teacher. Some were withdrawn, isolated children. None were psychotic. All hated school, were functioning below grade level and all were originally thought to have average or above average capabilities.

The teacher's focus was to teach, but at the same time to try to meet and deal with emotional needs of the children. The project was quite fortunate in obtaining an unusually intuitive, patient person as the teacher. The psychologist met with her weekly on a consultative basis and I met with both of them monthly.

In the classroom, initially there was a lack of interest on the part of the members. There was ample frustration at setting up group activities for such a wide range of abilities and interests, and organizing activities that would allow individual help was difficult. Initially, not infrequently the class was in bedlam and the teacher felt very discouraged. As time went on, a more homogeneous class developed and the attention span of the class group lengthened. Problems of setting limits lessened and the teacher showed considerable ingenuity and adaptability. The cooperation and understanding of the principal of the school where the special class was located was extremely meaningful.

Regarding the parents, if they wished their children to participate in this program, which was an elective program, they had to agree to participate in group therapy one evening a week with the psychologist. This meant a group of sixteen parents; fathers as well as mothers were expected.

Initially, both the parents and the psychologist felt uneasy about each other. The psychologist was frequently put on the spot and literally bombarded with questions for finding the right and wrong way of handling problems with their children. As time went on the psychologist was able

to assume a more passive role as parents became less anxious and began to talk about their own problems and relate their behavior to their children's behavior. Many of the parents felt a sense of relief and a lessening of anxiety in realizing that other people had similar problems and that the parents weren't being judged or criticized. Many parents showed surprise at finding out for the first time what their spouses really thought and felt, and the lack of real communication in the home became evident to them.

The third ingredient of the program was the child study program and it was a Prescott type of program. The purpose was to help teachers develop more of an understanding of the child's total behavior in the school and in the family. More specifically, teachers met in groups selecting a child to study and to attempt to build a case record of objective data. It was thought if the teachers could understand more of the child's behavior and their own reaction to it, the teacher would be in a better position to discover ways of helping children achieve the next steps of development, learning and adjustment.

Many teachers seemed surprised and relieved to learn that their fellow teachers had similar problems and similar feelings of helplessness, futility and anger with certain children. It was of interest to note that some of the older teachers who might be assumed by some to be somewhat inflexible in their ways, showed eagerness about the work of the group and showed some modification of attitude towards the children and the teaching situation. The teachers seemed to learn that there was no right or wrong way of solving some of these problems, but that by sharing together, they might be able to learn something in helping to solve them.

As for the conclusions and results, the team felt that from a statistical standpoint, we were not able to prove conclusively that the program was of more benefit than if these children had remained in their regular class and the teachers and parents had not been involved. We had little scientific proof that the project had been meaningful or beneficial. We did, however, have some data and impressions that we would like to share.

In regard to the children (incidentally, they were originally all boys), achievement tests were given to the special class and control group. The special class showed an average achievement of 9 months below expected achievement for their mental age. The control group who did not participate in this special class, achieved at 2 years, 2 months below the expected achievement according to their mental age.

The children who had returned to full time regular class are doing fairly well academically and socially. All the children's attitude towards school changed to a positive one with increased motivation. It was felt that the teachers close communication with the parents probably helped a great deal in helping these children adapt to the school situation. Behavior

rating of the special class and the control group revealed the special class showed twice the improvement of the control group.

Almost all the parents reported a substantial decrease in the difficult behavior of their children and an increase in their children's academic and social progress. Most parents put it in a percentage figure of between 60 and 80 %. Some children, however, showed very little progress.

As for the parent group, most parents felt it took six months to a year before the group could really "get going". There was some evidence of a more acceptive attitude towards the children on the part of the parents. In general it was felt that the parents showed more objective behavior and awareness of the needs of their children rather than dealing with their children on the basis of their own personal emotional needs. Some parents felt the parent group was a waste of time and obtained little from it, but this was a minority feeling. The degree of antagonism and hostility that most of the parents originally felt toward the school initially dissolved noticeably. Insight into their own problems seemed to increase.

In regard to the teacher groups in the child study program, it was thought that we had no accurate, positive way to measure growth in teachers' understanding of a child's behavior. In statements made in questionnaires given to the teachers, the feeling in general was that most of them thought they had learned a great deal, and that it made teaching a more challenging and enjoyable profession to them. It was felt by most of them that the day by day conflicts and problems that arose were more confidently met and resolved. Some teachers, however, noticed very little change in themselves and their attitudes. Most felt they could understand their students better.

It is of interest to note that in the first year there was one group of teachers, the second year this expanded to two groups and the third year there were three groups of teachers.

As this project progressed, the machinery operated in a fairly well oiled fashion, but initially there were squeaks which I would like to briefly describe.

When I first became a member of the team, I was closely scrutinized. Initially many questions of an educational nature and not in my domain were put to me. As I continued to make it clear that I was not an educator and didn't have the answers to these questions, I think all of us began to feel more at ease and this fostered more understanding and cooperation.

Another so called "squeak" was a lack of adequate mutual appreciation and understanding of the roles of the members of the team. When the superintendent as well as the assistant superintendent began to involve himself more actively in the committee meetings, much of this conflict dissolved with a growing ease of communication between the various

disciplines of the staff. The team developed a horizontal relationship with more understanding of the capacities and responsibilities of their colleagues. Along with this, there developed a more mutual respect for each other and a value in the multiplicity of approach.

I would like to comment on the enthusiasm and the many extra hours that were put in by the staff. And what seemed to be most gratifying was to notice our own growth and what we thought was an increase in our own understanding of children and the factors that affect their adjustment in school.

In sharing this project with you, we do not wish to imply that this is necessarily the best way of trying to deal with the school child who is emotionally disturbed, but we wish to state that this is one method that that seemed to work fairly satisfactorily. This program is still functioning in Visalia.

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counselors had difficulties similar to his. In fact, so worthwhile did this gathering seem to all counselors in attendance that it became the forerunner of an informal organization which met monthly throughout the school year.

In many other parts of the state, other local associations came into being for the same reason; namely, to provide an opportunity for counselors to meet in order to discuss issues and define more clearly the basic functions of counseling.

The local association to which our counselor belongs went further. The members felt that although it was good to discuss issues, there seemed to be little actual accomplishment especially in regard to the development and establishment of professional standards. Too much counseling time continued to be used in some townships for clerical work, in planning school assemblies, in judging various contests, and in other ways not connected with counseling. Therefore, this particular local association led the way in the formation of a state association of counselors. With the establishment of this state association, real progress was made in combatting "the detractors" of counseling time and in establishing better professional standards.

Furthermore, in this eastern seaboard state there were a number of counselors who had become members of ASCA. These counselors lost no time in disseminating through their local associations the advantages and values of joining ASCA. As a result, this state today not only has a strong state association of counselors, but also a counselors' membership of 100 % in ASCA.

The conclusion can well be drawn that no single counselor can cope with encroachments on counseling time or work single handed in the establishment of good professional standards. In addition, no single counselor can

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Juvenile Delinquency—An Aspect of Guidance

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Contemporary guidance concepts require a consideration of the "whole" child. Modern practices are concerned with the physical, moral, social, emotional, and educational needs of the child.

Great advances have been made in the various areas with the exception of some of the social fields. A vast amount of progress has been compiled in the areas of group dynamics, group behavior, and social activities within the confines of the classroom. Little research or practicum has been allocated for guidance assistance in the prevention of juvenile delinquency at the school or school district level.

The problem of juvenile delinquency is clearly defined. J. Edgar Hoover presented detailed information on crime during 1956 in the Federal Bureau of Investigations' "Uniform Crime Reports," which revealed that youngsters under the age of eighteen were responsible for forty-six per cent of the arrests made in major crime categories.

The New York City Youth Board (4) focuses attention on the one per cent of the city's families which are responsible for seventy-five per cent of juvenile delinquent activity. This concentration of city wide planning and action has pointed out the feasibility of an intensive action and research program which can also be applied at the school, or school district level.

The initial phase of any projected guidance program predicated to the prevention of potential delinquency, is the identification of the trouble prone child. The Glueck Social Prediction Scale, developed by Professors Sheldon and Eleanor Glueck of Harvard University, has proven effective in determining the potential delinquency tendencies in children as young as six years of age, on the basis of certain familial patterns.

The Glueck Social Prediction Scale (GSPS) is based on factors including: affection of parents for the child, father's discipline of the child, mother's supervision of the child, and family cohesiveness as a unit. Dr. Sheldon Glueck (2) reports that, after a sixteen year follow-up, the rating scales predicted the behavior of five hundred youths with an eighty-six per cent accuracy. An interim report by the New York City Youth Board (5) reveals

that the GSPS has been selected as one of the two major research investigations, in which the Board hopes to obtain evidence relating to the validity and reliability of the Scales.

If the Youth Board Study indicates that the GSPS has the validity claimed by Dr. Glueck's previous standardization then it may well be utilized as a screening instrument to identify the trouble prone population among the primary grades in the elementary schools.

The Counselor Identifies Delinquent Symptoms

The identification of trouble prone children is the primary phase of a well oriented guidance program. The most important facet is the prevention of delinquency. Techniques in this area range from child welfare services, group work and recreation, jobs and rehabilitation, religious groups, protective and correctional services, and work camps for teenagers.

The school guidance worker, as a liaison person between school and community agencies can help to make these services available as a preventive measure for trouble prone youngsters.

Active participation in this area, by the counselor, can be applied through group counseling. The setting up of various types of groups with common problems of situational stress can be accomplished with a minimum of effort. Grunwald (3) stresses that subjects who frequently failed to keep individual appointments, came regularly to group meetings.

Group education can be made more effective through the active use of audio-visual aids and film strips. Panel speakers recruited from the various social sciences, can be used to acquaint the groups with subject matter from their respective disciplines. Group counseling for children is an efficient and inexpensive method of reducing delinquency within the school environment.

Counselor Helps Through Teacher In-Service Training

A still broader guidance approach to the prevention of delinquency is through teacher in-service training. The school teachers are learning to recognize how to observe the emotional, and social needs and problems of their children. The guidance consultant can stress, in regular in-service training sessions, how to assess and guide pupils in their social and moral obligations to their home, school, and community. Group training, for the teachers themselves, can introduce the basic understanding of the processes underlying juvenile delinquency.

Prevention Through Improved Family Living

In counseling for juvenile delinquency, the question arises as to what therapeutic areas are to be stressed, for maximum results, in the interview situation. An interim report by the Committee on the Judiciary of the

United States Senate (1) states that the material amassed by the Courts revealed that, "just as juvenile delinquency is caused by unsatisfactory conditions within the family, and community, so is delinquency prevented by all measures which improve family, and community life for children."

If the guidance consultant can formulate a program geared to preventing delinquency and directed at reaching the children vulnerable to anti-social conduct, by promoting character building activities through school guidance techniques, then this aspect of regarding the "whole" child may be properly fulfilled.

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Mis-Emphasis in Using Vocational Interest Inventories

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Increasingly, vocational interest inventories have come into use not only in the high school but in the junior high school as well. The limitations and cautions which must be observed in using these instruments have been capably discussed elsewhere (1). It is the purpose of this article to discuss four important mis-emphases which characterize the counselor's use of vocational interest inventories. These mis-emphases arise from the fact that interpretations of vocational interest inventories tend to: (1) stress the mean scores of the normative occupational group rather than the extent of variation within that group; (2) stress the trait-analytic approach and overlook the projective aspects of the individual's performance; (3)

assume the stability of the individual's performance and overlook the dynamic nature of vocational interests; and (4) avoid the problem of validity by placing the major burden for interpretation on the pupil or his parents.

Although, "interests are motivating factors to activity and are important means of guiding and directing the activities of an individual or group," (2) surprisingly little is known of the importance of interests as determinants of vocational development. To be sure, interests are frequently assessed in the process of selecting workers on the basis of such assertions as "achievement is a resultant of aptitude and interests." (3) However, "correlations of interest scores with academic achievement are generally quite low" (4) and the "manner in which interest patterns are related to job success and satisfaction is far from clear." (5) If there is a lack of definitiveness in the meaning of interest patterns, what are some of the common counselor misinterpretations of interest inventory results?

Unfortunately, the practices in vogue in the vocational guidance of high school youth assume that the more the interest type of the individual parallels that of the occupation he names, the better are his chances for success in that occupation. This assumption ignores the fact that the interest scores which represent the occupational interest pattern are averages which do not clearly delineate the extent to which successful workers deviate from this pattern. To overlook the latitude of individual differences is to place "artificial limitations before the individual advance" (6) and hence, to belie a basic principle of guidance practice, i.e., it is in each individual that every commonality of human behavior finds its expression of meaningful uniqueness.

An additional and most crucial question central in the problem of vocational interest measurement deals with the validity of vocational interest inventories. Bordin asserts (and there is experimental evidence to support his assertion (7)) that, in taking a vocational interests inventory, the individual projects his self-concept into what he believes to be the stereo type of the occupation in which he is interested (8). If the individual functions in this way when taking a vocational interest inventory, then a re-examination should be made of another commonly made assumption that vocational interest inventories provide pure measures of the individual's vocational interests.

Another critical problem in assessment of vocational interests is concerned with the stability of inventory results. It is clear from the research of Mallison and Crumrine (9), Tutton (10), and Rosenberg (11) that between early and late adolescence, it is common for interests to undergo marked shifts. Therefore, it is difficult to justify the long range educational and vocational plans which counselors, pupils, and teachers formulate on one or two static glimpses of fluid vocational interests.

Some guidance workers attempt to evade many problems inherent in the measurement of vocational interests by placing the burden of interpretation on the pupil and parent. Evasion of critical issues in the interpretation of interest inventory scores seems inherent in such popular interpretive schemes as "you score like people who . . . or your son (or daughter) scores like people who . . ." (12).

Having made some criticisms of the practices involved in the uses of vocational interests profiles in the high school, the authors feel compelled to provide some alternatives to the present dangerous practices. Generally, it seems to the authors that parents, pupils and teachers are entitled to know what counselors know about the meanings of vocational interests scores. For example, they should be told that, when taking a vocational interests inventory, the examinee seems to project his concept of self into his occupational stereotype. Through such an explanation, the pupil may be helped to acquire insight into his own test performance. By these insights, the pupil may be able to see where he wants to go in the occupational hierarchy and why he wants to go there. If vocational interests inventories were interpreted to pupils in terms of self-concept and occupational stereotypes, the vocational interests inventory could assume a much more appropriate role in vocational planning than it now holds.

Understanding on the part of pupils and others who are concerned about the meaning of vocational interests scores that the results of vocational interests inventories are unstable may lead to acceptance of the dynamic nature of vocational interests. If the principle of dynamicism can be accepted, then perhaps the capacity of the human organism to develop or adapt can be appreciated. An appreciation of the adaptability of the human is not only a fundamental credo of the guidance worker, but it is also an ingredient of successful adjustment in the ever-changing vocational setting of our society.

This article has focused on four common mis-interpretations which school counselors make about the results of vocational interests inventories. These four mis-interpretations are based on: (1) placing too much emphasis on the mean or average of the occupational norm group and too little on its variability; (2) placing too much emphasis on the non-projective aspects and too little on the projective aspects of performance; (3) placing too much emphasis on contemporary performance and too little on the dynamic nature of vocational interests; and (4) placing too much of the burden for interpretation on the parent or pupil and assuming too little responsibility themselves.

By abandoning many of the popular mis-emphases which contaminate the use of vocational interest inventories, and by applying basic guidance philosophy to the knowledge which research supplies about interest inventories, school counselors may shed an "artificial limitation" on individual

development and open new vistas of self-understanding and self-realization for the individual.

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Resistance to Change in Non-Performing Students

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I wish to solve one of education's most troublesome questions: What is it that brings about favorable change in the non-performing students?

The situation that keeps most troubled students from favorable change, from non-profitable return on certain of their experiences, is that they do not learn anything from those events, or, if they learn anything, it is not enough to produce much benefit. It may be surmised that something specifically stands in the way of such learning. But if one assumes that man is

as highly adaptive as many suggest that he is, the question is: "Why does a given person not overcome the handicap to learning? Why is he not moving forward?" The answer lies in the fact that at some time in his past it became dangerous for him to inquire into certain aspects of what happened to him. That is, such inquiry became so fraught with anxiety that he goes on year after year feeling threatened by experiences in some particular field. That experience may be anything from telling a teacher what he really thinks about something, to approaching the members of the opposite sex with an idea of perfecting his acquaintance with them. Whatever it is, he has been taught by early experiences to shy off, to permit no tests, to make no adventures in this dangerous field. When the field concerns education, or some other very powerful motive, he may venture in it, but only after surrounding them with such precautions that they are perverted and useless. Under certain circumstances, unhappily, experience is very seriously garbled by the impairment of the person's ability to maintain clear contact with the environment and distort his perceptions.

What I am emphasizing is this: When a student comes to the counselor with a problem, the assumption is that this person has been restrained from using the totality of his abilities. The problem of the counselor in treatment is to discover what the handicaps to the use of his abilities are.

Summary

Consider again the question: "By what dynamism does one change?" Invariably one changes by the removal of obstacles to perceiving where one is and what the situation that confronts one is, and why it has been so difficult to perceive these things. In some ways that is the great problem in the counseling session itself: What is the student's situation, how can the counselor discover it? Thus when he encounters a person with a serious problem, what counts is what he discovers about the person—what particular terrors, menaces, and risks other people hold for him. Quite often that leads him back into the very early years of his life, when perceptual patterns were formed, and through their study change comes about. In problems which bear upon such important things as relative security with members of his own or opposite sex, change cannot be brought about in a few sessions. Nor will change occur quickly when the problem reflects years of effort on the part of the parents to indicate to the person that he is unable to get along by himself. There are a great many other things that cannot be changed quickly, simply because anxiety which the student undergoes is preventing the relevant facts from appearing, and higher levels of learning will not evolve until the anxiety is lessened. In other words, a student must feel fairly safe in order to make use of anywhere near one hundred per cent of his abilities. If he feels extremely insecure, he will be hindered and restricted

in presenting adequately the simplest proposition, and unable to benefit from its discussion.

Thus the counselor must proceed along general lines of getting some notion of what stands in the way of successful performance for the person, quite certain that if they can clear away the obstacles, everything else will take care of itself. So true is that, that in almost every case of the non-performing student, I have never found myself called upon to "cure" anybody.

Building Positive Attitudes

Since many of the students have already felt keenly their parent's disappointment over their failure to perform, the counselor must be particularly careful not to show disappointment. Instead, he should accept occasional academic failure as a natural part of life, meanwhile providing an easy progression of learning experiences in which failures are few. He should accept the child whether he succeeds or fails.

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Guidelines to Guidance Services

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At the present time, guidance rides the crest of the wave of public favor. One need only examine the proceedings of the development of Title V of the National Defense Education Act to appreciate the support representatives from numerous professional groups gave to the development of guidance activities for utilization of human resources.

Similarly, popular writing scholars such as Conant have repeatedly underlined the importance of guidance in the total school program. Lay groups of all types have overwhelmingly concurred with the "guidance point of view." The passage of the National Defense Act is, in itself, strong affirmation of the basic concept and objectives of guidance activity. I have been heartened by the recent editorials and the newspaper and magazine articles which promote the development and extension of our services. The future looks good, the people have gleaned some generalized notion about guidance in and for the curriculum; and they want it there!

The fact that we are enjoying such popularity should cause us to critically review several disturbing trends that are in the wind. Briefly, we have experienced the development of guidance programs that are peripheral, separate, and at times at odds with the total school program. In this same vein, most of us have observed the uncomfortable results of guidance activities designed to help students succeed in an unsuitable program. In short, we adjust children to what exists, but little attention is given to adjusting what exists to children.

In addition, I am particularly disturbed by the way such activities reflect rigidity that shows signs of developing within our ranks. My prejudices cause me to be highly sensitive to blind faith in a single organizational design, to uncompromising allegiance to a single counseling method or a single guidance responsibility and of sentimental pronouncements or mere quantifying in lieu of qualitative evaluation.

While I might concede the proponents of horizontal development of present guidance services may have the ultimate answer to techniques for underwriting the leadership roles of the year 2001, realistic thinking forces me to conclude, "I doubt it!" Guidance services are by nature philosophically concerned with the individual's sociological, psychological, and physiological development. In this light, it is with only half-hearted confidence that I can say our present thinking which is oriented to "what was" may meet the challenge of the future.

Assuming for a minute that our programs are inadequate for promulgation of a greater generation; what, then, should be our goals? What should be our direction, both in thought and in action? Unfortunately, this is where those of us who criticize begin to "fuzz out." For when we search for the educational authority upon which to construct these new thoughts and new procedures, we find that, as products of rapid change these foundations for authority have indeed become fuzzy, confused, and bewildering. Yet, I still insist on "something new" in guidance construct. And this "something new" must have its basis in the sociological, psychological, and physiological framework of a democratic education. These areas must provide the basic guidelines for action.

It is not within the scope of this paper to review or synthesize the most pertinent literature of the behavioral sciences. Nevertheless, it may be appropriate to delineate a number of pertinent generalizations in these fundamental areas. We hope that the reader will, in turn, make appropriate elaborations. The recognition of the dignity of man, faith in man's intelligence, and the conviction that, through cooperative action, man can solve his problems, still holds the allegiance of Americans, in sufficient numbers, to represent the philosophical or cultural authority. This recognition must be the sociological guideline for curriculum development and relating guidance services.

Such generalizations of the learner as those related to the unitary qualities of a living organism, its struggle for equilibrium, its goal-seeking and exploratory actions, its individuality in learning speed, energy out-put, depth of feeling, facility of insight, a set of values, and experiential level enjoy more than empirical validation. They may serve as the meager beginning of the educator's psychological authority for the teaching-learning process and they should, therefore, be readily identifiable in the classroom setting and in the school environment.

Similarly, the familiar and painstakingly established norms of growth and development provide the basis for the educator's physiological authority for classroom settings and the learning process. They should be the basis of methodology in program development.

Your experience may allow you to conclude, as I have, that these foundations have dramatic implications for guidance people who seek to provide maximal help to future generations. As such, they demand our increased attention and understanding.

If these basic generalizations are to be the foundation for curriculum development, what new roles might be legitimately demanded of the guidance specialist? We must develop operational guidelines which are internally consistent and philosophically compatible with these findings.

First, schools have become big business with many different aspects

which demand administrative competencies. The principal must provide breadth of leadership and, in turn, he must depend on depth from specialists in the situational context of any given leadership experience and activity. In this light, the guidance specialist of the future will play a more sensitive role in curriculum construction. Perhaps he will be the vanguard of a school's activities along these lines.

Who should be highly sensitive to the precarious equilibrium that must be reached between societal demands and individual goals? The guidance worker! Who is aware of the danger of fear as the basis for national educational philosophy? Who should resist vigorously the move toward reduced variability in programs and experiences? The guidance director knows that every shred of evidence points to heightened variability for problem solving and survival. Who should know about the inter-play of individual and group norms in growth and development and the teaching-learning process? Again, the guidance specialist! Who should be able to help young people, teachers, parents and the community understand the strength and weaknesses of individual students for the purpose of intelligent educational and occupational planning and program development? Who should bitterly oppose a national course of study? Yet, who should most vigorously support a national curriculum of attitude development toward compassion, understanding, appreciating, determination, commitment to learning, and faith in man's ability to transcend the limitations of his environment? Once again, the guidance specialist!

Should we accept such a thesis, our guidance people of the future may well be expected to have far more than a speaking acquaintance with educational philosophy. In addition, he must thoroughly understand the learning and growth concepts.

In job analysis such activities as curriculum coordination and planning, community and school in-service training programs, community educational projects, utilization of community resources, and group counseling techniques would demand varying amounts of time. This transition in responsibility might be accomplished with reasonable success through heightened sensitivity on the part of faculties to their own future counseling responsibilities in such an emerging guidance program.

A second area for consideration! Since the classroom is the basic unit for curriculum construction, it follows that considerable help should be available to teachers in maintaining an atmosphere conducive to the best possible learning experiences. Once again the guidance specialist is an ideal resource person at the local level to help teachers utilize personality attributes and experience so as to provide effective individualized instruction, consistent with the best we know about the teaching-learning processes.

At the pre-service level, this would seem to emphasize the necessity for

preparation in learning theory and personality arisal. Many of our guidance people already have reasonable understandings along these lines. It also implies continuing to require classroom experience prior to full guidance certification.

On the job, we might consider utilizing a team approach with both guidance personnel and instructional staff from the broad disciplines and/or single subject areas. Working together, these people might develop the scope and sequence for a program of studies, a unit, or an individual lesson topic in light of our best information from the behavioral sciences. I would see this as a seminar activity in which a group might establish various learning criteria and then determine ways of applying these criteria to broad subject areas and to individual lessons. For example, they might consider to what degree a proposed lesson or unit provides for the range of maturity, immaturity and how growth contributes to concept development or to fact retention. They might note the degree of balance between group activities and individual effort. They may evaluate the degree of freedom that the structure permitted in exploration and in problem solving. Techniques for providing external motivating forces to place the student in a state of imbalance might be discussed. Objectives and aims relevant to helping the student regain equilibrium might be carefully considered.

This could be a continuing service which would be used by individual teachers and the entire instructional staff. It is predicated on research which finds that creating an atmosphere for internal motivation of students requires more than knowledge of subject matter. A teacher must understand children and the guidance specialist is available to increase this understanding.

It would seem that similar procedures of team attack might be appropriate for conferences involving parents, students, and teachers. Such an approach might be successfully correlated with the development and extension of various community services, particularly those where school referral is involved.

A third consideration is certainly implied in the second. The guidance specialist of the future might well work with instructional staff personnel in pointing up personality traits such as zeal, interest, understanding, respect, neatness, etc., as important aspects of classroom atmosphere. He may be expected to work with teachers on techniques related to permissiveness; helping them to assess levels of permissiveness and democratic action appropriate to a specific group and, at the same time, pointing up ways in which they can continually increase the competencies and attitudes of young people along these lines. In short, I am suggesting once again the guidance specialist as an excellent resource person to help faculties understand that democratic education is not a point—it is a direction.

Tantamount to this is the possibility that the guidance person should be a permanent member of a faculty committee which is called upon by the administrator to help him in the evaluation and selection of new instructional personnel.

Still another factor might be considered briefly as a growing guidance service. There is a definite need for carefully designed research at national, state and local levels to assure continued assessment and appraisal of existing guidance services. Studies related to guidance efforts and curriculum change, studies of non-intellectual factors, i.e. motivation, socioeconomic influences and aspects of influence by other persons, would seem particularly appropriate. Case studies, longitudinal studies of drop-outs and school graduates should also be included in a continuing evaluative program. I should think that increased attention ought to be given to the development of cooperative research designs that push beyond country and state boundaries. Coordinated and synthesized geographic sampling and appraisal might well provide more rapid guidelines to optimum program development. Perhaps, from this would grow a clearing house system carried on by such agencies as the U. S. Office and State Departments of Education.

Of course, it goes without saying that personal referrals, the evaluation and dissemination of individual inventory, educational and occupational information, placement and follow-up will continue to be important underpinnings of the guidance specialist's assignment. I would hope, however, that our future planning will give increased attention to these activities' harmonious contribution to the total school-community program.

In summation, I would define our mandate as accelerated leadership reflecting an awareness of guidance, in a democratic society, as directed toward a development of great men—not great missiles.

Interpreting Test Results in Counseling*

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In a recent booklet (12) published by the U. S. Office of Education, the various uses for which tests may be used were described. These included: identification, classification, selection, evaluation, planning, and adjustment. In this paper, attention will be focussed on the interpretation of test results in the counseling process by discussing first some clinical considera-

* This is a revision of a paper presented at APGA Convention in Cleveland, 1959.

† Mr. Coleman was formerly a visiting lecturer at the University of Wisconsin.

tions, then some psychometric considerations, and finally some practical implications.

Counselors seem to generally agree, regardless of the specific techniques used or the counseling school espoused, that the goal in counseling is to help the client to achieve greater self-understanding in order that he might aspire towards realistic and rewarding goals. Test results may provide useful data for helping the individual further his self-understanding. However, the way such information is presented and the timing are critical determinants as to whether the data will be accepted by the client.

Studies by Berdie (3), Dressel and Matheson (7), Froehlich and Moser (9), and Johnson (10) have all shown that counselees frequently have distorted perceptions of their test results, even after careful counseling. Thus, it is essential that the counselor recognize the tendency of each individual to have a consistent self concept (11), usually a favorable one, against which he will interpret any test data given him. Consequently, brief, albeit objective, reporting of test results isn't likely to change a self image of long duration that the individual needs to maintain for self-consistency.

It is essential that the counselor not only understands the dynamics of personality development and adjustment, but he must be able to apply his general knowledge in understanding the individual client. Test interpretation must be approached as interpretation of the behavior or personality of the individual. In fact, test data may be regarded as potentially more threatening or strongly reinforcing than other types of information the counselor may have in that tests are frequently regarded by most clients as powerful, decisive tools (4). Different types of tests vary in their sensitivity, but they probably rank as follows in their degree of sensitivity: personality, intelligence, special aptitude, achievement, and interest.

The non-directive approach has helped considerably in developing a sensitivity to the perils of interpretation when a client isn't ready. Bixler and Bixler (2), Rogers (16), and Seeman (19) have suggested some approaches in test usage that are less threatening and more apt to be acceptable to the client. The sensitive counselor proceeds in interpreting test data at a pace and in a way that ensures that the client is ready for it and can integrate the data into his self image or self concept. If he offers information or data that the client is unwilling to accept or rejects, the counselor does not persist in his interpretation but instead allows the client to back away until he is ready to accept the information. Rogers' (15) description of the characteristics of the helping relationship is also appropriate for interpreting tests in counseling.

The competent counselor is able to perceive, using his third ear as Reik (13) expresses it, when a client is ready to accept an interpretation and when he is rejecting it. Robinson (14) has described some of the signposts

of acceptance and rejection in his "Principles of Student Counseling". Three indications of acceptance would be: the client talking freely, emotional involvement, and the client assuming major responsibility. Signs of rejection include inertia, resistance, or rejection on the part of the client.

Since the acceptance of his scores is dependent upon the student's expectations and self concept, it is important that the counselor determine how well the student feels he has done before interpreting test results. Asking the student, "What did you think about that test?" will often elicit a feeling response that will enable the counselor to gauge the student's expectations and what he is apt to accept. If the student replies that he thought it was a snap, or he thought it was very difficult, or he felt that his headache made it hard to concentrate—the counselor had some indications as to what may be acceptable. Lyle Rogers (17) found that bright students tended to raise their self-percepts, but dull students resisted lowering their self-percepts when test data are given to them.

When interpreting test data to students, the writer has tried to avoid using percentiles, grade equivalents, IQs, or any form of derived scores. Instead, he has preferred to interpret the scores with phrases somewhat as follows:

"You show high ability for quantitative reasoning indicating good ability for doing college work in physics."

"Your scores show that you have difficulty in dealing with abstract things, but you are able to handle things satisfactorily with which you work directly such as being a typewriter repairman. Handling abstract concepts or using words easily would be important if you were thinking of going to X University."

"Your scores show that subjects as English and Math. are difficult for you, but these are not too important for the work you are planning to do and the things you will be doing when you leave school. Your shop teachers have told me about your good work habits that will be important when you start working full time."

It is not possible to write down a set of specific phrases that the counselor can use. Counseling remains an art highly dependent upon the emphatic skill of the counselor responding to the client in an inter-personal relationship. Test data must be presented to the client with the goal of facilitating self understanding and self acceptance. Although the data may help the counselor to better understand the client, we lack any evidence that improved understanding on the counselor's part automatically ensures better self insight on the client's part.

Some Psychometric Considerations

In utilizing test data, validity information must be available if the results are to be interpreted adequately. However, information on validity must be specific to the circumstances for which the test will be used with a particular client. Knowing that the DAT Numerical Ability Test has a

median r of about .47 with Plane Geometry grades, does not help too much if we lack local predictive validity data.

Although publishers as the Educational Testing Service, Psychological Corporation, and World Book have attempted to emphasize the band of error in measurement, counselors are still prone to ignore data on test reliability and the evidence that has been accumulated from longitudinal studies on the substantial fluctuations which may occur in measured psychological functions. For interpreting a test at a given point in time, the standard error of measurement provides the test user with an indication of the limits within which the obtained score is likely to represent the true score. An examination of the standard error for the test being used will soon help the counselor to realize that a precise interpretation of the student's standing from a test score is rarely warranted.

Since multi-factor tests of aptitudes are currently much in vogue, the writer wishes to emphasize Super's (20) conclusion that adequate validity data are presently available only for the DAT and GATB. Super's criticisms of the various batteries should be read by all counselors. Counselors should also be aware that factors given the same name by different authors are not necessarily measuring the same thing. Until a factor analysis has been done of the tests in the present batteries given to the same students, we do not actually know the extent to what the tests are actually measuring the same factors.

Counselors inclined to use tests promiscuously will find some sharp criticism of tests in a recent book by Rothney, Heimann, and Danielson (18) providing a useful antidote. Despite the propensity of counselors to use personality inventories, reviews (5, 6) of the validity evidence for these instruments continue to be highly critical.

Test manuals may only be good sales brochures. The competent test user must have sufficient knowledge of statistics and psychological measurement to interpret and critically review claims made by test publishers. The counselor should be familiar with the standards for psychological tests published by the American Psychological Association (1). *Buros' Mental Measurements Yearbooks* (5) are important reference sources providing counselors critical reviews of tests.

Practical Implications

In concluding this paper, some practical implications for the interpretation of test data in counseling are suggested:

1. Use other data as well as test scores in interpreting abilities or behavior. Past achievement, behavior record, hobbies, and manifest interests should be examined.
2. Examine test manuals critically, such as for the Kuder or GATB for helpful information and suggestions, but also be alert to limitations.

3. Undertake local studies, preparing your own expectancy tables, e.g., prediction of algebra grades, skills required for advanced English course, abilities required by different colleges.
4. Become well-versed with a few tests covering general ability, aptitudes, reading achievement, interests, and then develop "norms" for your own population.
5. Interpret scores in terms that are meaningful to the student, for example: High Score—"You are capable of doing outstanding work and entering various professions."
Average Score—"With application you can pass work satisfactorily, but abstract problems may cause you some difficulty."
Low Score—"You may have difficulty in keeping up with abstract work or difficult things in math," etc.
6. Relate scores to experiences the student has had and recognize that he will often need to rationalize (8). Accept this as long as he is looking toward realistic goals. For example, students prefer to say that they are too lazy to study or don't care for a subject rather than admit they have studied hard but lacked the ability to grasp the subject matter.

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A Suggested Code of Ethics for School Counselors

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Introduction

The need for a more complete, concise and workable code of ethics for school counselors has become more important in the past few years. With the ever-increasing interest and emphasis being placed upon counseling in the secondary schools, the need is even more acute. The profession of counseling cannot be enhanced unless the people engaged in the profession have certain workable standards with which to guide and direct the conduct of the thinking and acting of every one engaged in school counseling.

There are several reasons for the rapidly increasing interest that has been shown. These are best summed up by Wrenn (15) in his article on "The Ethics of Counseling" in which he says:

"Counseling is becoming a profession and as such is at once concerned with its dual obligation to society and to the client. . . and. . . the changing emphasis in counseling itself. The shift is in the direction of more self-information being disclosed during the counseling, more of the client's attitudes, emotions and self-concepts being shared with the counselor."

Then too, counseling has been given a tremendous boost by the enactment of the National Defense Education Act which makes available, federal money for use in establishing and strengthening guidance programs in the high schools. By recognizing the importance of counseling in education, the N.D.E.A. re-emphasizes that counseling is a profession.

There are many fine codes of ethics for other professions that are closely allied with the counseling profession such as law, medicine, psychology, social work and vocational guidance. But to attempt to adopt any one of these in their entirety for the profession of school counseling is not only foolish but unthinkable. To be considered a distinguished profession, as persons engaged in the work consider it to be, counseling must have such a code of ethical conduct because of the many legal and moral implications inherent in the very nature of the work. Unless a counselor is aware of the responsibilities and limitations which are placed upon him, his usefulness is greatly impaired. It is the opinion of the authors that codes of the other professions contain principles that are common and adaptable to the profession of school counseling and therefore should not be ignored.

A perusal of the literature clearly emphasizes the lack of writing on the subject of ethics in counseling. Very few of the books available do more than casually mention the subject or make slight reference to it. For example, Cronback (2) on four different pages, writes of the ethics of test making, publishing or purchasing. He also mentions the test control system set down in the Ethical Standards of Psychologists, adopted by the American Psychological Association in 1950; Tolbert (12) devotes only a few lines in which six references are made to periodicals and Strang writes about the ethics of counseling in only a general way. Books which devote several pages or a chapter (6, 8) are, on the whole, reprints of periodical reports such as Gilbert Wrenn's article in *Educational and Psychological Measurement* (15) and the *Duties, Standards and Qualifications of Counselors* put out by the United States Office of Education (8).

This appears to be a condemnation of the profession as such. Counseling has gained in stature as a profession, yet counselors themselves have not yet been willing nor able to set up concepts of behavior which could form the foundations of an acceptable code of ethics for school counselors. Judging from the publishing dates of most of the literature, there was a surge of interest from 1948 through 1956. But since that time, there seems to be a lull in the writing which proposes a regrettable decline in interest. One of the most distinguishing marks of a profession should be the concern of its members for their own ethical conduct.

Our own professional parent organization, the American Personnel and Guidance Association appears to have been somewhat lax in adopting a code of ethics for school counselors. A committee of that organization published an interim report in the October, 1959 issue of the *Personnel and Guidance Journal*. In a personal communication to the writers, Arthur Hitchcock, Executive Director of the association stated that a new committee has taken up the work and a final statement of ethics is expected by 1962. According to Hitchcock: "It is hoped the Association will be able to then adopt it as its Code of Ethics which will become a guide for the entire profession." However, even when this is accomplished, it will be specifically not a code for school counselors.

In developing this code of ethics for school counselors, a study was made of the suggested codes, as set up by Wrenn (15), the findings of a survey by Carol Smith (11), the Code as set up by the American Psychological Association (1), the Code adopted by the National Association of Secondary School Principals (7) and a survey of the members of the summer 1960 Counseling and Guidance Institutes at Purdue University and Ball State Teachers College.

The code as compiled by Wrenn (15) is a group of one hundred and four principles selected from the codes of ethics of the professions of law, medi-

cine, psychology, social work and vocational guidance. Many of these principles were directly related to the profession of school counseling and, after a careful and detailed study, these were utilized in formulating the code for school counselors.

In the survey by Carol Smith (11) which included responses from six hundred professional members of the National Vocational Guidance Association who are actively engaged in school counseling, many significant ideas were expressed that were an aid in compiling this code.

In the survey of the two Institutes, the fifty-seven counselors attending were requested to list examples of what they considered good ethical practices that school counselors should follow. Their responses tended to fall within the following ten areas: (1) Respecting the confidential information given by the counselee. (2) Revealing confidential information ONLY to authorized personnel. (3) Making wise use of referral agencies. (4) Working closely with the school staff. (5) Being fair to all students. (6) Making use of all available information in counseling. (7) Continuous professional growth. (8) Taking an active part in community activities. (9) Analyzing and improving one's personality. (10) Belonging to and being active in professional organizations.

These practices as listed by the counselors themselves, justified their inclusion and care was taken to include the corresponding principles which would fall in the above ten areas. These together with the careful and detailed study of codes found in the literature and surveys, formed the basis of this code of ethics which the writers hope will be acceptable to school counselors. The resulting principles were then carefully modified and incorporated in such a way as to fall within five major categories: (1) The counselor's responsibility to himself. (2) The counselor's responsibility to counselees. (3) The counselor's responsibility to the school administration and staff. (4) The counselor's responsibility to the community. (5) The counselor's responsibility to his profession.

The authors wish to emphasize that the following code of ethics is to be regarded as only a suggested standard for school counselors to employ in practicing their honored and necessary profession. If this suggested code does nothing more than provoke thoughtful interest, insight, and discussion, it will have served its purpose.

The Counselor's Responsibility to Himself

1. It is imperative to the understandings of others that the counselor constantly seek greater understanding of himself, his attitudes, prejudices and personal values.
2. The counselor should be alert to the inadequacies of his own personality and training, and should refrain from undertaking any activity beyond his competency which might result in inferior services to the counselee.
3. The counselor should, at all times, strive to maintain the highest standards

of excellence, valuing competence and integrity above personal gains such as advancement or prestige.

4. The counselor should not base his procedure upon pre-conceived ideas.
5. The counselor should refuse to suggest, support or condone any undertaking involving unwarranted assumptions, invalid applications, or unjustified conclusions in the use of either instruments or techniques.
6. The counselor should keep abreast of the current knowledge of his field in all phases of his work.
7. The counselor should not criticize unjustly the established organizations and institutions or professional persons in his relation with the counselee.
8. The counselor should be familiar with all phases of the guidance program, and should be willing to accept the leadership and responsibilities for them if called upon to do so.

The Counselor's Responsibility to the Counselees

9. The counselor shall base his relationship with the counselee on the counselee's qualities as an individual human being, respecting at all times his fundamental beliefs and convictions regardless of his race, color, creed, social or economic status.
10. The counselor is primarily responsible to the counselee, then to the school, and ultimately to society and its institutions, unless there is a conflict with the legal statutes or accepted mores of the community, or when the status or reputation of the school or its students is in question. In all his relationships, interviewing, speaking or writing, the counselor makes it clear that his relationship to the counselee is similar to that of lawyers to clients or doctors to patients. This responsibility should extend beyond the duration of his counseling practice or his employment.
11. The counselor will not discuss case matters or information obtained from a counselee with anyone outside or within his profession except as it is necessary to the welfare of the counselee or the ultimate solution of his problem.
12. The counselor will present to the counselee psychological information such as test results or diagnostic appraisal in a manner likely to be most constructive to the counselee.

The Counselor's Responsibility to the School Administration and Staff

13. A counselor accepts all who seek his assistance, but does not allow the demand for his services to dilute the quality of his services. If the demands are greater than that which can be handled satisfactorily, the counselor informs the proper administrative authority of his inability to provide adequate counseling services. Until additional services can be made available, he selects those in greatest need of counseling.
14. The counselor should use discretion and good judgment in giving to other professional persons such information and data regarding the counselee as they are by virtue of their character, training or competence, capable of understanding and utilizing this information for the best interests of the counselee.
15. The counselor should strive to establish the highest degree of cooperation with his associates; he should work toward improved methods of communication and collaboration with other staff members for the purpose of improving the quality of service rendered and for continued self-growth; he should enlist their cooperation and assistance in providing necessary supporting services for the counseling program of the school.
16. A counselor, as a staff member, is a part of the school team and accepts his

share of general school duties. But he should resist those which interfere with his duties as counselor, either because of their incompatibility or because they make undue inroads on his time.

The Counselor's Responsibility to His Community

17. A counselor should hold as his prime objective the service he can give to humanity.
18. A counselor should be, at all times, a good citizen and should participate in activities for the well-being of the individuals of the community. He should bear a part in the sustaining of those institutions that advance the interests of his fellow-men; this community participation can allow for personal growth through activities other than those connected with the school.
19. The counselor has a responsibility to the public to provide unbiased, accurate information that will lead to greater acceptance of the help his profession is prepared to offer.
20. The counselor has a responsibility to keep the community well informed of the services rendered to the students by the guidance and counseling department.

The Counselor's Responsibility to His Profession

21. The counselor is expected to uphold the dignity and honor of his profession at all times.
22. A counselor should encourage and insist upon sound moral character and behavior patterns for the establishment of a wholesome and proper relationship. No one should be permitted to counsel until such time as he has overcome these personal and moral shortcomings.
23. When a counselor succeeds another counselor in dealing with a counselee, neither counselor should make comments or insinuations regarding the practices or capabilities of the other.
24. The counselor, when necessary, refers the counselee to fully qualified persons or agencies and takes steps to make such referrals possible.
25. A counselor continuously engages in research designed to contribute to his personal growth and that of his profession.
26. The counselor periodically evaluates his work and asks the assistance of others to help him improve the quality of his work.
27. The counselor, as a member of a professional organization, should strive to establish in conjunction with legal authorities standard practices regarding privileged communication. Until such time as this is accomplished, it becomes the responsibility of the counselor to know the legal status of his profession regarding privileged communication in his area.
28. The counselor, for the advancement of his profession, should affiliate himself with local, state and national counseling and guidance associations and contribute to them of his time and talents.

The authors insist that the actual adoption of any code of ethics, excellent though it may be, will not solve the ethical problems of school counselors. The counselor must, first of all, reconcile in his own mind the obligations, responsibilities and loyalties which he regards as of primary significance and importance. For some counselors there will be little conflict, but for others there will be much. Which is the most significant, the individual or the social institution? Perhaps with most counselors there will be little consistency because each counseling situation should present different conflicts of re-

sponsibilities and loyalties which must be analyzed anew in view of the existing circumstances. Sometimes the individual should be favored, then again the school or other social institution. In either case it can demand great moral courage on the part of the individual counselor. To make such a momentous decision, a counselor must—of necessity—have recourse to his own ethical values. Besides these personal values, we are also bound to those values which Wrenn (15) calls our human heritage—the great principles of truth, justice and mercy.

A school counselor, to be truly ethical, must do more than adhere to a set of ethical principles. He must be good and truthful within himself. He must decide how significant or insignificant he is as compared with the individual or any of the institutions established for his welfare. The application of any code of ethics calls for decisions that require great personal courage and depth of conviction. This, coupled with adequate training, professional competence and a personal integrity will assure the utmost service to those seeking the help of the school counselor.

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Group Guidance as Students View It*

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Guidance in groups makes a unique contribution to the total guidance program, in addition to helping to solve the problem of low student-counselor ratios. Learning takes place through interaction in a group. Peers reassure one another by presenting similar problems; they help one another by sharing their best ways of coping with common difficult situations. By taking part in group discussions they develop verbal facility and sometimes thereby discover what they think. By working together for a group goal, they experience satisfaction in being of service to others.

These are some of the outcomes of group guidance which we hope for. Are our hopes fulfilled? The best way of answering this question is to ask the students who have participated in various kinds of class and extra-class group activities. This we did. The following gives a glimpse of students' appraisal of their group experiences.

The students on the panel represent a variety of guidance programs, from a sixth-grade group who have no counselor, but take their problems to their teacher or to the principal, to a guidance program that centers around the homeroom, to a complex guidance program which has a school counselor and a teacher-counselor who stays with the same class throughout its high school years.

Appraisal of the Homeroom

The students expressed much dissatisfaction with the homeroom. One junior mentioned the shortness of the period—only fifteen minutes before school begins—and the use of this time for announcements, collection of money for various purposes, and other routine matters. "If you want to call this a homeroom period, you can," he said, "but it's just the lull before the storm."

A common complaint is that the students usually are not interested in the homeroom activities. "The majority of students were mainly bored with it," a senior said. "We have already had a ten-period day in school and are tired and exhausted at the end of it." Some would rather spend the time studying: "I like our homeroom period just as it is. Most of the time we study, review notes, etc. But if we have an activity coming up, we discuss it."

* Based on a panel discussion of students in grades six, nine, ten, eleven, and twelve from Abington, Central Bucks, Chetenham, Jenkintown, Quakertown, and Upper Moreland School Districts which was presented as part of the American School Counselor Association Program at the American Personnel and Guidance Association Convention, Philadelphia, Pennsylvania, April, 1960.

There were, however, some topics which they found meaningful and interesting, such as a discussion of dating and going steady: "Half were in favor of going steady and half didn't like it. We didn't come to any conclusion, just discussed it." Another homeroom, in which students from both the general and the college prep curriculum were included, found "Krushchev a good topic because everyone had an opinion." Students are interested in colleges and vocations and like to have booklets on their fields of interest.

The main objection of a ninth-grade student was that the homeroom programs were not well planned. "If the teacher is persistent and plans well [cooperatively with the students], good programs will result," he thought.

Problems of the Student Council

In both homeroom and student council, there are the difficulties of planning and getting responsible student and teacher participation. "One of the main problems," a senior thought, "is getting the student council and the student body to work together." This is a problem of two-way communication, and poor reporting by the council representatives to their constituent groups. Representatives need training beginning in the elementary school, in vivid reporting, using posters, dramatization, and other interest-getting devices.

Another problem is the "meaningless and artificial projects assigned to the student council. Student leaders need to work on projects that are challenging." Students also need to have clearly defined areas of responsibility. This would prevent the resentment students often feel when faculty or administration vetoes some student council action.

The Most Valuable Group Activities

When asked to recollect and describe the group activities that had been most worthwhile and valuable to them, these students first mentioned a number of intellectual types of activities:

A seminar in which experts spoke on topics selected by teachers and students, such as cartooning, music, high school, and offerings in the language fields. These presentations, a sixth-grader explained, were "made to be given to children, and the people were experts in their field, didn't just have it as a hobby."

A seminar for ten to fifteen high school students.

Lectures by speakers such as Pearl Buck, concerts, etc.

"A very active world affairs club. We were allowed to attend a UN conference. I can remember coming back, and writing a report, and thinking how much I had learned."

"Perhaps the debating club was my favorite group activity," a senior girl said. "A lot of upperclassmen like to argue, and it helped them to learn just what their views were."

"The student council has been most valuable to me," a junior boy said. "It gives me a chance to train to be a leader, to learn more about people who, for example, the lazy ones are. It also showed the kinds of mistakes other groups make."

One of the social activities most appreciated by a girl was the senior class trip. It had, she thought, "a sort of unifying effect on the class." Other social and creative activities mentioned were weekly dances, "Fun Fairs," organized trips, and others.

Pros and Cons of Honor Societies

The topic of selection of members of the honor societies and the effect on students excluded aroused the greatest difference of opinion, ranging from a serious concern as to whether "a society is honorable if it excludes people" to a feeling of indifference: "If they don't care about academic work, why should we worry about them?" As a group they seemed to feel that subjective factors in admission to an honorary society should be kept to a minimum. The leader of the discussion raised the question: "Do students who have high averages really need the recognition given them by membership in the honor society, or is their high achievement its own sufficient reward?"

That the honor society should justify its existence by service to the school was generally accepted. Tutoring less able students, if tactfully done, was a popular form of service. They thought the sponsor should try to find satisfactory service activities. Their main criticism was along this line: "Our honor society has 125 people in it but no purpose."

Interference of Group Activities with Academic Work

These mature members of the panel expressed three important points of view on this topic. A senior girl said, "Each of us knows his capacity—what he can do and what he can't do, and can regulate his participation accordingly." Another senior girl, recognizing the increasing selectivity and competition in college admission, felt that students needed to be more selective with regard to the group activities in which they engage. A junior boy suggested that it might be possible to make better use of the time spent in the lower grades so that the students would have more time for group activities in high school, for, he said, "You don't want a community of people who can do nothing but sit and read their books." The leader agreed that students should take a good deal of responsibility for choosing their extra-class activity and that counselors should help them plan their activity schedule at the same time that they plan their program of studies.

Summary by the Students

When asked to give their very best advice, in a sentence or two, to club sponsors, homeroom teachers, and counselors, the students made the following significant suggestions, given here in order of frequency of mention:

"The leader should not dominate."

"He should plan carefully, consider the topic, and see that everyone has a part in it."

"He should also take an interest in the discussion himself, not just nod his head and agree with everything."

"I don't think we should force students to take part, but help all to take part. The students in the general curriculum are neglected."

"The leader should be interested, stimulating, challenging, critically tactful; he should be a friend and not just a teacher."

"He should invite only speakers who really know their subject and are interesting; he should plan a question and answer period."

The students showed a refreshing frankness and a keen analysis of student activities, growing out of their own recent firsthand experience. This is authentic information, helpful to all guidance persons responsible for improving the quality of our student activities.

Letter to the Editor

A common but perplexing problem confronting junior high school teachers is that of dealing with the "troublemaker" in a regular class environment. Theoretically, we know that individual counseling by competent guidance personnel along with special efforts by the classroom teacher should do much to alleviate this difficulty. Yet, in actual practice, the junior high school seems to be falling far short in meeting this situation. Why is this so?

Two reasons seem indicated. First, this child is in need of intensive individual counseling which, because of the heavy case of the counselor, is simply not available. Swelling junior high school populations necessitates that the counselor spread his time so as to serve the greatest possible number of children. Secondly, because most teachers feel greater responsibility toward the interested majority in their classes the "troublemaker" is inadvertently required to do nothing academically if he will but remain quiet enough for the other students to gain from the instruction.

Does the latter action constitute unprofessionalism? At first glance it does. But let us look at the over-all job of the junior high school teacher. It is well known that the junior high years comprise a transitional stage of education. During this time must be laid the foundation for high school studies. At least as important are the attitudes and skills which must be developed which will enable the child to assume his place as an adult and as a contributing member of society. Time is short and even "good" students pose a multitude of problems due to the complex physical and emotional changes that occur during adolescence. Moreover, most teachers argue that they feel ill equipped professionally to handle the more difficult students. And, even if the teacher could handle such cases, it is improbable that his schedule would provide the time.

As this is being written, we have just concluded a very successful 1960 membership year. One year ago, December 1959, ASCA had but 3412 members. As of the end of December 1960, we had grown to 5152 members—an increase of 1740 (or 50%). The credit for this must go to those who have served the several states as membership chairmen during the past year.

Yet this is just a beginning. ASCA has a much larger potential membership. Various estimates place the number of school counselors at between 20,000 and 30,000. Even if we assume that only half of these meet ASCA's membership qualifications (stated below), we should have between ten and fifteen thousand counselors in the country eligible to join ASCA.

As National Membership Chairman for ASCA, I would like to hereby proclaim 1961 as "EVERY-MEMBER-GET-A-MEMBER" year. If each one of us would personally approach another counselor, explaining to him or her the professional advantages of membership in APGA and ASCA, we could *double* our membership during 1961. Wouldn't 10,000 (or 10,001) ASCA members by Christmas of 1961 be a terrific gift, as well as a lift, to our professional organization?

Below you will find a tear sheet which, mailed to the APGA Washington office, will bring your new prospect an APGA-ASCA membership application blank. Give this to a fellow counselor and encourage him to mail it today.

This goal is possible *only* if every one of our present 5000 members recruits *one new member* during 1961. (We won't object, of course, if you want to recruit two!)

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